



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
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Montana Office of Public Instruction

REQUEST FOR PROPOSALS

MARCH 2006

DEADLINE FOR SUBMISSION: APRIL 7, 2006

EVEN START FAMILY LITERACY PROGRAM

NO CHILD LEFT BEHIND (NCLB) ACT OF 2001

TITLE I, PART B, SUBPART 3

(PUBLIC LAW 107-110)

Linda McCulloch, Superintendent
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Title I/Even Start
PO Box 202501
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I. GENERAL INFORMATION

A. INTRODUCTION AND OVERVIEW OF FEDERAL PROGRAM REQUIREMENTS

Even Start Family Literacy Programs provide *intensive family literacy* services that involve parents and children in an effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners. The purpose of these partnerships is to help break the cycle of poverty and low literacy by improving the educational opportunities of low-income families through a cooperative learning effort.

Applicants must propose programs that build on existing *community resources of high quality* to create *intensive* family literacy services. Family literacy services are services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, of sufficient duration to make sustainable changes in a family, and integrate the following activities:

- interactive literacy activities between parents and their children [Parent and Child Together (PACT) Time];
- training and support for parents regarding how to be the primary teacher for their children and full partners in the education of their children (Parenting Education);
- parent literacy training that leads to economic self-sufficiency (Adult Education); and
- an age-appropriate education to prepare children for success in school and life experiences (Early Childhood Education).

An integrated project must include (1) activities for parents and children together, (2) parenting education, (3) adult education and, (4) early childhood education.

Even Start federal funds are not meant to add to existing services within a community and only used if they are high quality. Even Start funds are intended to coordinate and create a new range of services. Even Start program services are an umbrella that provides seamless services for the whole family. Services already available in the community must not be duplicated, but can be built upon to create a new range of services.

B. ELIGIBLE APPLICANTS

Applicant's partnership must be composed of ***at least***: (1) a school district, ***and*** (2) a not-for-profit community-based organization, a public agency other than a local educational agency, an institution of higher education, or a private or public not-for-profit organization other than a local educational agency of demonstrated quality.

The applicant must clearly delineate each partner's respective roles and functions, identify which partner will serve as fiscal agent and agree in writing to any required assurances and authorizations. It is important to distinguish between the more formal arrangement between the partners that will constitute the applicant "eligibility entity" and the many collaborations with organizations needed to implement a family literacy program. A successful applicant will be expected to possess the experience and/or expertise to provide quality family literacy services, as defined by the *Guide to Quality for Even Start Family Literacy Programs*.

There are additional eligibility requirements for communities that have previously received federal Even Start funding. A significant change in partnership is needed to create a new project. A minor change in partnership composition—simply dropping a partner or adding or replacing a partner—without a significant project change would not be sufficient change to create a new project for funds. However, when there is a total change in the population served, this would constitute a need for a new program. For example, a large school district that previously had been a partner in a funded project could join with new partners to form a new partnership and apply for funds to operate a project in a different high-need school attendance area of the city.

C. ELIGIBLE PARTICIPANTS

Families eligible to participate in **EVEN START** programming are those in which:

- There are adult parents (including teenage parents) who are identified most in need of services and who do not possess sufficient mastery of basic educational skills to function effectively in society; who do not have a secondary school diploma or its recognized equivalent level of education; or who are unable to speak, read or write the English language.
- There are children from birth through seven years of age.
- Other needs-related factors include chronic unemployment, homelessness, handicapping conditions (including a high percentage of children to be served that reside within a schoolwide attendance area), and a high number or percentage of parents who have been victims of domestic violence or those who are receiving assistance under Families Achieving Independence in Montana (FAIM).

To be eligible for Even Start activities and services, an adult must be the "parent or legal guardian" of an eligible child, and either be: (1) eligible for participation in adult basic education literacy activities as defined under the Adult Education Act and Family Literacy Act; or (2) attending secondary school.

A teen parent is eligible to participate in Even Start if they are within the state's compulsory school attendance age range, so long as the school district provides the basic education component.

Family members of eligible participants may participate in Even Start activities and services when such participation would serve Even Start purposes.

Local Even Start projects may allow children over the age of seven years to participate in project activities and services if the local project collaborates with a program under Title I, Part A of the Elementary and Secondary Education Act, and if Title I, Part A funds contribute to the cost of providing project activities and services to those children, as long as the focus of the project remains on families with young children.

D. FISCAL INFORMATION

In the Spring of 2006, one Montana Even Start program will have completed four years of operation, two programs will have completed eight years, and one program will have completed 12 years, i.e., a single grant cycle. One program is eligible to competitively apply for a second grant cycle (five through eight years), two programs are eligible to competitively apply for a third grant cycle (nine through 12 years), one program will have completed and may apply for a fourth grant cycle (12 through 16 years) in an open competition. Other communities are eligible to competitively apply for a first grant cycle (years one through four). Due to the

drastic cut to the federal Even Start budget, it is anticipated that sufficient funds will be available to award one applicant overall.

- Programs applying for a first grant cycle (years one through four) may request a minimum of \$75,000 and a maximum of \$125,000 for the 2006-2007 year.
- Programs applying for a second grant cycle (years five through eight) may request a minimum of \$75,000 and a maximum of \$110,000 for the 2006-2007 year.
- Programs applying for a third grant cycle (years nine through 12 and 12 through 16) may request a maximum of \$100,000 for the 2006-2007 year.

Successful projects are expected to operate for four years. Grant awards will be issued for each budget year within the grant cycle. For the current year (budget year 2007), funds will be available July 1, 2006, through June 30, 2007. Continuation for the next three years will be contingent upon sufficient progress in meeting the goals of the program and progress on the "Montana Even Start Family Literacy Performance Indicators" for the program and participants. Projects will follow the schedule for minimum local share outlined herein. Application for the funding must be submitted for each subsequent fiscal year.

After successfully completing the first four-year cycle, an eligible entity may **re-compete** in the open pool for an additional four-year cycle of funding. Beyond year eight programs may continue to re-compete for four-year funding cycles. The U.S. Department of Education proposed funding for 2006-2007 reflects a 66 percent reduction for Even Start federal funds. The amount of funding in any subsequent grant period is based on the availability of federal funds designated for Even Start.

The applicant's local share of an Even Start project is:

Funding Year	Federal Even Start Share	Local Share
1st year	90%	10%
2nd year	80%	20%
3rd year	70%	30%
4th year	60%	40%
5th, 6th, 7th, 8th years	50%	50%
9th, 10th, 11th, 12th years	35%	65%

Calculating Federal and Local Share

Example 1:

In the first year of federal funding, a project is responsible for providing at least 10 percent of the total project cost. To determine the minimum local share from the total project cost, the total project cost is multiplied by 10 percent. For example, in the first year of a project, if the total project cost is \$100,000, that figure is multiplied by 10 percent to determine the minimum local share ($\$100,000 \times .10 = \$10,000$). The federal share is then calculated by subtracting the local share from the total project cost ($\$100,000 - \$10,000 = \$90,000$).

If a project knows the federal share amount rather than the total project cost, and wishes to calculate the minimum local share, it must first calculate the total project cost. For example, in the first year of a project, if the federal share amount is \$90,000, and that amount is 90 percent of the total project cost, then the project would calculate the total project cost by dividing the federal share by 90 percent ($\$90,000 \div .90 = \$100,000$). The minimum local share would then be calculated by multiplying the total project cost by 10 percent ($\$100,000 \times .10 = \$10,000$).

Example 2:

In the fifth year of federal funding, a project is responsible for providing at least 50 percent of the total cost. To determine the amount of the local share, a project must first determine the amount of the federal share to be provided. For example, if \$100,000 is the amount of federal share to be provided, and is 50 percent of the total project cost—

The total project cost in the fifth year is calculated as follows:

$\$100,000$ divided by .50 equals \$200,000 Total cost of project equals \$200,000

The local share (50 percent of total cost) is calculated as follows:

$\$200,000 \times .50$ equals \$100,000 Local share equals \$100,000

The local share is the amount the project is required to contribute to the total cost of the project.

The state may award one grant for less than \$75,000 each fiscal year, but the program must be of sufficient size, scope, and quality to be effective.

Even Start funds may NOT be used for indirect costs. Local share may be provided as cash or in-kind that is fairly evaluated and may be obtained from any source including federal sources other than Even Start. Local share contributions may include equipment, supplies, space, salaries, services, etc. **It is the state's full intention that Even Start funded projects be viewed as demonstration projects which eventually will be self-sustaining.**

E. TERMS OF THE GRANT

1. Applicant may be asked to clarify or revise certain aspects of their proposal. Grantee will receive an award letter from the Montana Office of Public Instruction that specifies the amount of the award.
2. Applicant must provide assurances required by the Montana Office of Public Instruction.
3. Applicant must enter into a legal agreement to provide proposed services with the Montana Office of Public Instruction.
4. Applicant must comply with all reporting requirements and other policy mandates that may be issued relating to the quality administration of an Even Start project and, as necessary, for the state to perform its responsibilities.
5. The program coordinator must participate in statewide Even Start meetings (including the Montana Family Literacy Consortium) and other staff development. The program staff must participate in annual statewide Even Start meetings.

6. Applicant is required to participate in the National Center for Family Literacy (NCFL) Foundation's Family Literacy training offered in the local communities in the first six months of operation. New staff members of all programs must participate in the same state training within the first six months of employment.
7. Applicant must cooperate with all national and state project evaluation requirements and shall budget adequate funds for such purposes. The applicant's budget must also include funds to conduct an independent evaluation of the local project.
8. Applicant project must be of sufficient size, scope, and quality to give reasonable promise of meeting the purposes of Even Start. Center-based programs must provide all four components under one roof (two classrooms minimum).
9. Applicant's plan shall remain in effect for the duration of the eligible entity's participation in the program and it is required that the plan will be periodically reviewed and revised by the eligible entity, as necessary.
10. Grantee must use funds exclusively for the purposes stated in the approved proposal and must expend funds in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Grantee must only expend funds for activities occurring during the grant period. Programs must set aside 10 percent of grant funds for professional development (5 percent) and transportation (5 percent). Transportation funds are used to transport families to the program, staff members to home visits, and staff members to professional development activities.
11. Staff qualifications for existing programs. Current staff whose salaries are paid, in whole or in part, with Even Start funds, the applicant ensures that the:
 - majority of the staff providing academic instruction should have a graduate degree related to early childhood education, an elementary or secondary school education, or an adult education degree and hold the appropriate state licensure.
 - program director and program coordinator receive training in the operation of a family literacy program.
 - paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent.Staff qualifications for new program or new staff hired that provide academic instruction to program possess:
 - an associate's, bachelor's or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education and obtain the appropriate state licensure.
12. Applicant will ensure that the instructional components of this program will be based on scientifically based reading research (as defined in section 2252 of P.L. 1208 of the ESEA) and the prevention of reading difficulties for children and adults to the extent such research is available.
13. Applicant will ensure that early childhood services for infants, toddlers, and/or preschoolers, provided in group settings, will be conducted in facilities licensed by the Montana Department of Public Health and Human Services (DPHHS).
14. All grantees are required to run an enrichment and instructional program during the summer months.
15. Grantees are required to submit the following reports to the Office of Public Instruction:
 - a. Mid-Year Progress Report
 - b. Continuation Application End-of-Year Report
 - c. Expenditure Reports
 - d. Independent Project Evaluation Report, if applicableIn addition, program data must be provided annually to the federal Even Start evaluation contractor.

F. FUNDING PRIORITY:

Proposals will be rated and funded according to the following priority:

The program will serve families most in need of Even Start services that are located within an area of the state with the highest level of need for Even Start services. Need is indicated by high levels of poverty, low levels of adult literacy, and/or English language proficiency of the eligible adults. Other need-related factors include chronic unemployment, homelessness and handicapping conditions (including a high percentage of children to be served that reside within a schoolwide attendance area), and a high number or percentage of parents who have been victims of domestic violence or a high number or percentage of parents who are receiving assistance under Families Achieving Independence in Montana (FAIM).

G. SELECTION CRITERIA AND REVIEW PROCESS

Proposals will be reviewed by a panel of readers with at least three members that includes one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs.

Proposals must earn a minimum of 70 percent of the Total Proposal Points to be eligible for an award.

It is the intent of the Montana Office of Public Instruction to fund projects that will serve the greatest number of families who are most in need of Even Start services.

Additional points will be awarded to applicants that provide substantial objective documentation of extremely high need in more than one of the indicators (high levels of poverty, limited English proficiency, unemployment, homelessness, handicapping conditions, domestic violence, FAIM, or other need). Additional points will be awarded to applicants located within an Empowerment Zone (Poplar, Montana only).

Applications will be scored in one phase, and possibly in two phases. During Phase One, all applications (new programs and existing programs) will be scored on a 155-point scale. If one application earns more points than all others, that program will be considered for an award. If the Phase One scoring process results in applications from at least two existing programs earning the highest scores, and those scores are equal, those applications will go through a second phase of scoring. During Phase Two, the tied applications from existing programs will have an opportunity to earn 40 more points based on progress toward the Montana Even Start Family Literacy Program Performance Indicators (page 6). The application with the highest score will be considered for an award.

Intensity and Duration of Services	5 points
Service Provider and Time Schedule	5 points
Planning Team and Their Involvement	5 points
Statement of Demonstrated Need	10 points
Collaboration and Coordination	20 points
Staff Qualifications	5 points
Staff Development	5 points
Complimentary Service Delivery Method	5 points
Scientifically Based Research	5 points
Year-Round Services	5 points
Program Flexibility	5 points
Identification, Recruitment, and Screening	5 points
Support Services	5 points
Evaluation	5 points
Budget	<u>10 points</u>
Total Proposal Points	100 points

Priority Points for Need (Demographic Points) (0 to 10 points)	___ points
Priority Points for Empowerment Zone (Poplar, Montana only)	5 points
Priority Points for Past Performance (0 to 25 points)	25 points
TOTAL POINTS POSSIBLE	140 points

The state review of all applications will ensure that legal and other requirements have been met. Further, the state will consider the priority points when selecting a proposal for funding. The state reserves the right to negotiate program and budget issues identified in the review and rating process with selected projects prior to the issuance of awards.

H. APPLICATION FORMAT

All applications must follow these instructions in order to be eligible for review. All applications must include all state-specified project information, authorizations and certifications, assurances, narrative sections, budget narratives and attachments, as well as other necessary supporting documents. The entire narrative section, beginning after the abstract, should be no more than 15 single-sided, double-spaced, and numbered pages. The page size should be 8 1/2" x 11" with a legible type no smaller than 12-pitch or 12-point type size, and one-inch top, bottom, and side margins. One original and four copies of the complete application package must be submitted. Staple or binder clip each complete set of application materials; do NOT use binders, plastic covers, folders, dividers, tabs, etc. Submission by fax or electronic mail will not be accepted. The original must *include original signatures on all documents requiring signatures*. **Applications in which the project narrative exceeds 15 single-sided, double-spaced and numbered pages, and/or without proper signatures will be judged ineligible.**

An appendix must be limited to 20 single-sided pages. All attachments in the appendix must be referenced in the narrative and adequately marked for ease of reference by the reviewers.

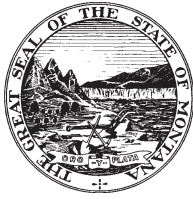
Required documents include Memorandum of Agreement between the two partners, copy of firm agreement from other supporting agencies, key staff resumes or job descriptions and timelines/schedule. **If the Appendix exceeds 20 pages, the application will be judged ineligible.**

Due Date

The closing date for the receipt of the application is close of business, **April 7, 2006**. The original and four copies of your application should be submitted directly to:

Joan Morris
Even Start Director
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

The Office of Public Instruction is committed to equal employment opportunity and non-discriminatory access to all our programs and services. For information or to file a complaint, contact Kathy Bramer, OPI Title IX/EEO Coordinator at (406) 444-3161 or kbramer@mt.gov.



APPLICATION FOR EVEN START FUNDS

MONTANA OFFICE OF PUBLIC INSTRUCTION

LINDA MCCULLOCH, SUPERINTENDENT

MARCH 2006

GENERAL PROJECT INFORMATION SHEET

This application for Even Start funds must be completed and signed by the authorized officials. Authorized officials are defined as the following: School Districts: Superintendents; Universities and Colleges: Presidents; Nonprofit: Board Chair. Successful projects are expected to operate up to four years. The information in the application will be used to determine eligibility for awards under Title I, Part B, Subpart 3, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB). Mail the application to: Title I, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501. If assistance is needed, please call the Even Start program at (406)444-5660.

GENERAL PROJECT INFORMATION SHEET

Fiscal Year 2007 (2006-2007)

Title I, Part B, Subpart 3, of the NO CHILD LEFT BEHIND ACT

Check Type of Application 1st Year ☐ 5th Year ☐ 9th Year ☐ 12th Year ☐

PROJECT CONTACT PERSON (LOCAL EVEN START COORDINATOR)

Name Title

Address Telephone

Fax E-mail

SUBGRANTEE

Name of school district or nonprofit which will serve as fiscal agent

AUTHORIZED REPRESENTATIVE

Signature—Chief Executive Officer/Superintendent/Board of Trustees Chairperson

Name Title

Address Telephone

Fax E-mail

PARTNER AGENCY

Signature—Chief Executive Officer/Superintendent/Board of Trustees Chairperson

Agency Name

Contact Person Title

Address Telephone

Fax E-mail

COMPLETE ONE SECTION BELOW—NOT BOTH.

CERTIFICATION FOR A SCHOOL DISTRICT AS APPLICANT

Signature—Chairperson of the District

Date

District No.

1. The Board of Trustees of the applicant school district has authorized _____
Name of Authorized Representative
to file an Even Start application for the district, to make representations and to make commitments on behalf of the district under the provisions of Title I, Part B, Subpart 3, of the Elementary and Secondary Education Act, as amended by the NCLB.
2. The Board of Trustees agrees that _____ is designated the administrative and fiscal agent for the project.
School District
3. The Board of Trustees has designated the following person as the one responsible for keeping the financial records for this project:

Name of Person

Address

The above-named person is (check one):

☐

Clerk of the School District

Office Telephone No. _____

☐

Certified Public Accountant

Home Telephone No. _____

☐

Other (please specify) _____

4. The Board of Trustees has reviewed this application and has approved the project for submission to the Office of Public Instruction. Further, the undersigned hereby certifies that the information in this application is correct and complete. Assurances to the Montana Office of Public Instruction will be executed as applicable and Even Start project operation will comply with current federal law and regulations and the provisions of this application as approved.

**CERTIFICATION FOR COMMUNITY-BASED ORGANIZATION OR
OTHER NOT-FOR-PROFIT ORGANIZATION AS APPLICANT**

Signature—Chairperson of the Governing Board

Date

1. The Governing Board of the applicant organization has authorized _____
Name of Authorized Representative
to file an Even Start application for the organization, to make representations and to make commitments on behalf of the organization under the provisions of Title I, Part B, Subpart 3, of the Elementary and Secondary Education Act, as amended by the NCLB.
2. The Governing Board agrees that _____ is designated the administrative and fiscal agent for the project.
Name of Organization
3. The Governing Board has designated the following person as the one responsible for keeping the financial records for this project:

Name of Person

Address

The above-named person is (check one):

☐

Fiscal Officer

Office Telephone No. _____

☐

Certified Public Accountant

Home Telephone No. _____

☐

Other (please specify) _____

4. The Governing Board has reviewed this application and has approved the project for submission to the Office of Public Instruction. Further, the undersigned hereby certifies that the information in this application is correct and complete. Assurances to the Montana Office of Public Instruction will be executed as applicable and Even Start project operation will comply with current federal law and regulations and the provisions of this application as approved.

Please include a copy of Board of Trustee and Board Chairperson's name and contact information.

ASSURANCES

Signature—Superintendent of School, University President or Board Chair of Nonprofit

1. Applicant may be asked to clarify or revise certain aspects of their proposal. Grantee will receive an award letter from the Montana Office of Public Instruction that specifies the amount of the award.
2. Applicant must provide assurances required by the Montana Office of Public Instruction.
3. Applicant must enter into a legal agreement to provide proposed services with the Montana Office of Public Instruction.
4. Applicant must comply with all reporting requirements and other policy mandates that may be issued relating to the quality administration of an Even Start project and, as necessary, for the state to perform its responsibilities.
5. The program coordinator must participate in statewide Even Start meetings (including the Montana Family Literacy Consortium) and other staff development. The program staff must participate in annual statewide Even Start meetings.
6. Applicant is required to participate in the National Center for Family Literacy (NCFL) Foundation's Family Literacy training offered in the local communities in the first six months of operation. New staff members of all programs must participate in the same state training within the first six months of employment.
7. Applicant must cooperate with all national and state project evaluation requirements and shall budget adequate funds for such purposes. The applicant's budget must also include funds to conduct an independent evaluation of the local project.
8. Applicant project must be of sufficient size, scope, and quality to give reasonable promise of meeting the purposes of Even Start. Center-based programs must provide all four components under one roof (two classrooms minimum).
9. Applicant's plan shall remain in effect for the duration of the eligible entity's participation in the program and it is required that the plan will be periodically reviewed and revised by the eligible entity, as necessary.
10. Grantee must use funds exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Grantee must only expend funds for activities occurring during the grant period. Programs must set aside 10 percent of grant funds for professional development (5 percent) and transportation (5 percent). Transportation funds are used to transport families to the program, staff members to home visits, and staff members to professional development activities.
11. Staff qualifications for existing programs. Current staff whose salaries are paid, in whole or in part, with Even Start funds, the applicant ensures that the:
 - majority of the staff providing academic instruction should have graduate degree related to early childhood education, elementary or secondary school education, or adult education degree and hold the appropriate state licensure.
 - program director and the program coordinator receive training in the operation of a family literacy program.
 - paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent.Staff qualifications for new program's staff or new staff hired to programs that provide academic instruction to programs possess:
 - an associate's, bachelor's or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education and obtain the appropriate state licensure.
12. Applicant will ensure that the instructional components of this program will be based on scientifically based reading research (as defined in section 1208 of the ESEA) and the prevention of reading difficulties for children and adults to the extent such research is available.
13. Applicant will ensure that early childhood services for infants, toddlers, and/or preschoolers, provided in group settings, will be conducted in facilities licensed by DPHHS.
14. All grantees are required to run an enrichment and instructional program during the summer months.
15. Grantees are required to submit the following reports to the Office of Public Instruction:
 - a. Mid-Year Progress Report
 - b. Continuation Application End-of-Year Report
 - c. Expenditure Reports
 - d. Independent Project Evaluation Report, if applicableIn addition, program data must be provided annually to the federal Even Start evaluation contractor.

PROGRAM GUIDELINES

APPLICATION ORDER:

Applications must be collated in the following order:

COVER PAGE

CERTIFICATION PAGE

ASSURANCES

Sign and include the required assurance (enclosed). [page 3]

TABLE OF CONTENTS (FORM A)

ABSTRACT (FORM B)

Complete Abstract Form and limit to two pages.

PERFORMANCE INDICATOR OUTCOMES (25 POINTS)

Provide Even Start census data for the past three years and a narrative stating progress toward goals and objectives to date if you have had previous Federal Even Start Funding (required). If your program resides in two different locations, describe the outcomes in the narrative for each site/service area, limited to three pages. Use the template on page 5.

INTENSITY AND DURATION OF SERVICES (FORM C, 5 POINTS)

The program must be of sufficient intensity to create a substantial impact on the family. The Montana Office of Public Instruction requires a minimum of 60 hours of adult education per month, 20 hours of parenting education [parenting, Parent and Child Together (PACT) time, and home visit] per month and 65 hours of early childhood education (60 hours for children ages birth-age 2) per month. Document your program's intensity and duration of services by completing the Sufficient Intensity and Duration of Services Information (use Form C). Complete one Form C for the regular program, and one Form C for the summer program.

TIME SCHEDULE AND SERVICE PROVIDER (FORM D, 5 POINTS)

Complete the form reflecting the proposed schedule of services offered daily, and the location of each service, for the period of a week for each major program component (PACT activities, parent education, adult education and, childhood education), home visits (a minimum of one home visit a month per family is required), and weekly staff planning meeting. Center-based programs must provide all four components under one roof (two classrooms). The chart should include the proposed service, provider, location, schedule (days/hours). The chart should include opportunities for joint participation by children and parents. **Families must participate in all program components.** Assume an enrolled family would be able to use the chart. Complete the Time Schedule and Service Provider Form (use Form D). Complete one Form D for the regular program and one Form D for the summer program. Existing programs must provide a copy of Montana DPHHS childcare facility license.

PROJECT NARRATIVE BEGINS

(Narrative is limited to 15 pages. Completed Assurance Form Appendix Forms A-G and Performance Indicator Outcomes are not included in the 15-page count.)

Existing Programs Only Progress Toward Program Indicators

Please delete the state's data and replace with data from your program. Estimate data for 2006-2007 based on data from the 2006-2007 Mid-Year Report. Provision of a narrative stating qualitative progress is an option. Form should not exceed three pages.

Montana Performance Indicators	2004-2005 FY 2005 N/%	2005-2006 FY 2006 N/%	2006-2007 FY 2007 N/%
Families Served	199		
Adults Served	209		
Parenting Improvement	159/209 (76%)		
GEDs Earned (6)	21/78 (39%)		
Reading Gains	34/47 (72%)		
Math Gains	19/25 (88%)		
ESL Gains	7/8 (88%)		
Participation Rate (70%)	(68%)		
Teen Parents Served			
Parenting Improvement			
High School Diplomas Earned	9/23 (39%)		
Children Age 0-2 Years	147		
Language and Cognitive Gains (90%)	114/140 (80.7 %)		
Participation Rate (90%)	80/140 (57.1%)		
Children 3-5 Years	104		
Language Development and Literacy (80%)	16/30 (53.3%)		
Children Age 6-7 Years	61		
At or Above Grade Level	27/61 (44%)		
Attendance At or Above Building Rate (80%)	11/14 (78.6%)		
Reading Readiness/Reading Skills (60%)	23/23 (100%)		
Promoted to Next Grade Level (75%)	21/21 (100%)		

PLANNING TEAM AND THEIR INVOLVEMENT (5 POINTS)

- Describe how the school district, co-applicant, and each of the other entities were involved in the planning and writing of this proposal.
- Describe how the school district, co-applicant, and each of the other entities will be involved in the implementation of this project.

STATEMENT OF DEMONSTRATED NEED (FORM E) (10 POINTS)

- Complete the Demographic Information Form, (Form E, 8 points).
- Include any additional information that will illustrate need (2 points).

(AN ADDITIONAL 10 PRIORITY POINTS ARE POSSIBLE.)

PROGRAM DESIGN:

COLLABORATION AND COORDINATION (MOA AND FORM F) (20 POINTS)

This section addresses the degree of agency and program collaboration initiated and proposed in order to create and implement the Even Start Family Literacy project. Describe how the partnership will build on the existing services of the community to develop a new range of services to families most in need in terms of poverty and illiteracy. Responses must include the following:

- Give evidence that the applicant has conducted a survey of all relevant providers and is fully aware of similar and related services being provided to eligible children and adults.
- Include a copy of the Memorandum of Agreement (MOA) between two partners outlining the respective roles. The MOA should include a description of services each partner will offer, state the length of the agreement, clarify the roles of each partner, identify the fiscal arrangement and sources of funding, and agree in writing to any required assurances and authorizations. The MOA must be signed by the same two parties that signed the application cover page one. There is no standard format for the MOA. The applicant must create one.
- Include a copy of the firm agreement(s) (Form F) made in planning the project schools and various community organizations for the specific cooperative activities. They should include specific information delineating the role and responsibilities to be carried out by the collaboration agency(ies). You need an agreement with Head Start and Adult Basic Education providers, and must include their willingness to collect and share student's data on Even Start student's cooperative services. Include one form for each agency using Interagency Collaboration, Letter of Agreement (Form F).

Coordination must exist with programs funded under the Elementary and Secondary Education Act, the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, Title I of the Workforce Investment Act of 1998, Head Start, Stewart B. McKinney Homeless Assistance Act, volunteer literacy, and other relevant programs.

STAFF QUALIFICATIONS (5 POINTS)

Indicate that all individuals who will provide academic instruction to children and adults have obtained an associate, a bachelor's, or a graduate degree in a field related to early childhood education, elementary or secondary school education or adult education.

Provide evidence that teachers who provide academic instruction to school-age children have obtained a Montana Teacher Licensure in elementary or secondary education.

Provide evidence (e.g., one-page resumes and/or one-page biographical descriptions) of staff qualifications and/or criteria for selection of staff (for positions not yet filled), to deliver proposed comprehensive services.

Certification: Provide evidence that teachers who will be providing academic instruction to children have obtained Montana Teacher Licensure in elementary or secondary education.

STAFF DEVELOPMENT (5 POINTS)

Describe the staff development plan necessary to assure staff members (including childcare staff) develop the skills necessary to work with parents and young children in a full range of integrated educational services. Identify special needs of staff that the plan will address, how those were determined, and how effectiveness of staff development will be evaluated. Programs must set aside 10 percent of grant funds for professional development (5 percent) and transportation (5 percent). Transportation funds are used to transport families to the program, staff members to home visits, and staff members to professional development activities.

The program director and program coordinator must receive training in the NCFL Foundations in Family Literacy training. All new staff members must receive the NCFL Foundation's training within six months of employment. Upon award, this training will be delivered on site for all staff members within six months.

COMPLIMENTARY SERVICE DELIVERY METHOD (5 POINTS)

Complete one section below.

If you are a center-based program, answer question "a" or if you are a home-based program, answer question "b."

- a. Center-based programs—Programs must provide one two-hour home visit to each enrolled family once a month. Describe the teaching activities you would use in each of the four components on a typical home visit.

OR

- b. Home-based programs—Each home visit must be at least two hours in length. Describe your plan for moving families into periodic center-based activities.

SCIENTIFICALLY BASED READING RESEARCH (5 POINTS)

Tell which best practices from scientifically based reading research for adults you intend to use in your program. (For example: Teaching vocabulary in the context of family/workplace may be more effective than teaching vocabulary without a grounded context.)

Tell which reading readiness activities from scientifically based reading research you will use with preschool-age children in your program. (For example: Frequent interaction with adults, especially their parents, is important in a child's verbal skills.)

Tell which best practices from scientifically based reading research for school-age children you intend to use in your program. (For example: School-age children need 70 hours of direct phonemic awareness instruction to improve their reading.)

Tell which best practices from scientifically based reading research for parent education you intend to use with parents in your program. (For example: Home-based literacy activities are important to children's language and literacy development.)

Tell which best practices from scientifically based reading research are intended to be used with parents and children in PACT activities in your program. (For example: The most important support parents need to facilitate meaningful parent-child interactions is the time parents set aside.)

YEAR-ROUND SERVICES (5 POINTS)

Even Start programs are required to operate on a year-round basis. Services provided during the summer program can be less intensive than services provided during the regular program. Minimally the summer

program must include instructional and enrichment services. Tell how many weeks per year your regular program will provide services. Tell how many weeks per year your summer program will provide services. If your summer program differs from your regular program, tell how it differs. Describe the instructional and enrichment services offered to all children in the family (including school-age children) during the summer program.

PROGRAM FLEXIBILITY (5 POINTS)

Explain how your program will accommodate participants' work schedules and other responsibilities. Explain how you will use a timeline to assure that each family achieves each Montana Even Start Performance Indicator.

IDENTIFICATION, RECRUITMENT, AND SCREENING (5 POINTS)

Describe how your program will identify, recruit, and screen families most in need of services provided by the Even Start Family Literacy program, as indicated by high levels of poverty, free and reduced lunch rates, illiteracy, unemployment, homelessness, limited English language proficiency, domestic violence, handicapping conditions, parents receiving assistance, and other need-related indicators. Screening should include testing and referral to appropriate counseling and other developmental support and related services to enable such parents to participate fully in the educational activities and services provided.

SUPPORT SERVICES (5 POINTS)

Describe the strategies that will be used to retain families in the program for a sufficient duration (over time) to meet their program goals (retention). Include the integration of services that meet the individual needs of all students, children, and adults that are culturally relevant, designed to accommodate persons with disabilities, and are supportive of nontraditional roles.

- provide early childhood services for at least a three-year age range, which may begin at birth;
- provide childcare for the period of time parents are involved in the program (when unavailable from other sources);
- provide transportation to enable parents and children to participate in the program (when unavailable from other sources), and five percent of the budget must be set aside for transportation; and
- provide ongoing support strategies such as referral to appropriate counseling and other developmental support and related services that will enable families to participate fully in the activities and services provided for a sufficient period of time to achieve goals.

EVALUATION (5 POINTS)

Describe the plan for a rigorous and objective independent local evaluation based on the Montana Performance Indicators, how the evaluation information will be used to improve quality of services to project participants (use of data for program improvement). Previously funded projects should highlight findings from recent evaluations and discuss plans for project improvement based on these findings.

BUDGET (10 POINTS)

The narrative in this section will indicate how funds are assigned and how expenditures relate to the project goals and objectives. The costs must be reasonable in relationship to the expected outcomes. The narrative must provide sufficient information to support requested amount of funds. A set-aside of 10 percent must be allocated for professional development (five percent) and transportation (five percent). Complete the Budget Form (use Form G). Every dollar in Form G must be accounted for (local/federal) somewhere in the 15 pages of narrative. (Tip: Points will be subtracted for any surprises.)

Detail the local share (nonfederal share) of dollars contributing to the proposed project. The in-kind services that contribute to the local share must be converted into dollar amounts. Local share (contributions) may include equipment, supplies, space, salaries, services, etc. The local share must not exceed the amount requested in federal dollars. See RFP for instructions on how to calculate annual total budget (federal and local share).

Part of an Even Start project's responsibility as a grantee is cooperation with the national evaluation of Even Start. Additionally, Even Start legislation mandates an independent annual, outcome-oriented evaluation of local Even Start programs. As a result, all Even Start grants should allow sufficient funds for projects to conduct an independent local evaluation (at least \$5,000).

FORM A

TABLE OF CONTENTS FOR PROPOSAL

Instructions: Your proposal should be in the following order. In the right-hand column insert the appropriate page numbers. You may use this page as a final review as you assemble your proposal. All forms should be returned with the proposal. Use the left-hand column to insure your proposal is complete.

	General Project Information	
	Certification Page	
	Signed Assurances	
	Table of Contents (Form A)	
	Abstract (Form B)	
	Performance Indicator Outcomes for Existing Even Start Programs (Narrative and Census Information)	
	Intensity and Duration of Service (Form C)	
	Service Provider and Time Schedule (Form D—Montana DPHHS Childcare Facility License)	
	Planning Team and Their Involvement (Narrative)	
	Statement of Demonstrated Need (Form E)	
	Collaboration and Coordination (MOA and Form F)	
	Staff Qualifications (Narrative)	
	Staff Development (Narrative)	
	Complimentary Service Delivery Method (Narrative)	
	Scientifically Based Reading Research (Narrative)	
	Year-Round Services (Narrative and Forms C & D)	
	Program Flexibility (Narrative)	
	Identification, Recruitment, and Screening (Narrative)	
	Support Services (Narrative)	
	Evaluation (Narrative)	
	Budget (Narrative and Form G)	
	Appendix	
	Interagency Agreements (Form F)	
	Other	

FORM B

Agency Name:

Project Director:

Applicant Organization(s): (Describe the community to be served and its needs.)

Total Project Funds Requested for 2006-2007:

Target Population:

See Part C Eligible Participants, page 2.

Geographic Boundaries and Specific Sites to be Targeted:

Program Goals:

Project Design: (Give a brief description of the overall design or plan of the project.)

Describe the Needs Assessment:

FORM C

REGULAR YEAR

SUFFICIENT INTENSITY (IN TERMS OF HOURS) AND DURATION OF SERVICE (OVER-TIME) 2.5 POINTS

Applicant: _____

Program Title: _____

Component/Activity	Location	Hours Per Week	Hours Per Month	Months Per Year	Total Hours Per Year	ES Grant Funded** (yes/no)	Responsible Agent
Adult Education							
Early Childhood							
Parenting Education							
Parent and Child Together (PACT) Time							
Home Visitation							
Staff Meeting (For all staff AE, CE & PE)							
Other							
TOTAL:			*		*		*

*Do not total these columns.

**If funding is derived from Even Start, enter yes; if no, provide funding source, e.g., Adult Basic Education or Head Start.

FORM C

SUMMER ONLY SUFFICIENT INTENSITY AND DURATION OF SERVICE 2.5 POINTS

Applicant: _____

Program Title: _____

Component/Activity	Location	Hours Per Week	Hours Per Month	Months Per Year	Total Hours Per Year	ES Grant Funded** (yes/no)	Responsible Agent
Adult Education							
Early Childhood							
Parenting Education							
Parent and Child Together (PACT) Time							
Home Visitation							
Staff Meeting (For AE, CE, PE staff)							
Other							
TOTAL:			*		*		*

*Do not total these columns.

**If funding is derived from Even Start, enter yes; if no, provide funding source, e.g., Adult Basic Education or Head Start.

FORM D

SERVICE PROVIDER AND PROGRAM TIME SCHEDULE

Applicant: _____

Program Title: _____

Component/Activity	Service Provider and Location	Time of Day Monday (e.g., 8:00-1:00)	Time of Day Tuesday	Time of Day Wednesday	Time of Day Thursday	Time of Day Friday
Adult Basic Education						
Early Childhood						
Parenting Education						
Parent and Child Together (PACT) Time						
Home Visitation						
All Staff Meeting (For AE, CE & PE staff)						
Other						
TOTAL:						

FORM D

SUMMER SERVICE PROVIDER AND PROGRAM TIME SCHEDULE

Applicant: _____

Program Title: _____

Component/Activity	Service Provider and Location	Time of Day Monday (e.g., 8:00-1:00)	Time of Day Tuesday	Time of Day Wednesday	Time of Day Thursday	Time of Day Friday
Adult Basic Education						
Early Childhood						
Parenting Education						
Parent and Child Together (PACT) Time						
Home Visitation						
All Staff Meeting (For AE, CE & PE staff)						
Other						
TOTAL:						

FORM E

DEMOGRAPHIC INFORMATION

(Limited to two pages.)

- A. Identify the major demographic changes in the community within the last 3-5 years that have had an impact on the student population, e.g., community income levels, unemployment rates, waiting lists for services, and other indicators of need.
- B. Describe the population to be served.
- C. Identify the number of families to participate full-time in proposed project per year (concurrently) _____.
- D. Tell how you know that the families you identified will participate in the program. Give data to indicate availability of the reported number of families to participate full-time in the proposed project.
- E. Identify the number and age range (birth through age seven years) of children to participate in the proposed project.
- F. Identify the number of adults who will participate in adult education for more than four months _____.
- G. Include any other information that will illustrate need (2 of 10 points).

FORM F

INTERAGENCY COLLABORATION LETTER OF AGREEMENT

_____ (name of proposing agency) has submitted a
proposal for the _____ (name of program) program. This program will

(brief information about program).

As we have previously discussed, we would like to enter into a collaborative agreement with your agency for the following services for fiscal years 2006-2010.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application, the number of people to be served, the location of the activity, time period, methods to be used to ensure outreach to diverse populations with culturally appropriate services,* etc.)

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, the location of the activity, time period and cost, methods to be used to ensure outreach to diverse populations with culturally appropriate services,* etc.)

Thank you for your support.

PROPOSING AGENCY	COLLABORATING AGENCY
_____ Name: _____ Title: _____ Address: _____ _____ _____ (Signature) Date: _____	_____ Name: _____ Title: _____ Address: _____ _____ _____ (Signature) Date: _____

*This is not to be used with partnership agency. An MOA is required between the two partners on page 1.

FORM G

FISCAL YEAR 2006-2007 BUDGET (INDIRECT COSTS ARE NOT ALLOWED)

Grantee Name:

Project Title:

Descriptions	Local Budget	Federal Budget
Administration/Supervisor Salaries/Wages		
Teachers Salaries/Wages		
Education Aides Salaries/Wages		
Tutors Salaries/Wages		
Clerical Salaries/Wages		
Others		
Benefits		
Contracted Services		
Other Purchased Services		
Professional Development (5%)		
Rent/Building Fees (see page 18)		
Communications (Phone and Postage)		
Administrative Supplies		
Field Trips		
Parent Activities		
Adult Instructional Materials		
Child Instructional Materials (i.e., library)		
Transportation (5%)		
Equipment		
Other		
TOTAL		

BUDGET DESCRIPTION DEFINITIONS

(INDIRECT COSTS ARE NOT ALLOWED)

ADMINISTRATOR/SUPERVISOR SALARIES/WAGES

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

TEACHERS SALARIES/WAGES

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

EDUCATION AIDES SALARIES/WAGES

Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.

TUTORS (INSTRUCTIONAL NON-PAYROLL SERVICES)

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

CLERICAL SALARIES/WAGES

Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.

OTHER SALARIES/WAGES

Salaries for any other grantee employee not fitting into the above categories. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries, and food service personnel.

BENEFITS

Amounts paid by the grantee on behalf of the employees whose salaries are reported in categories above. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation, and worker's compensation insurance.

CONTRACTED SERVICES (NON-PAYROLL SERVICES)

Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc. Contracted Services also include services for program evaluation.

OTHER PURCHASED SERVICES

All other payments for services rendered by organizations or personnel not on the grantee payroll. These include: insurance costs (other than employee benefits), payments for all types of insurance coverage including property, liability, and fidelity; printing and binding, publication costs, advertising, (announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads, and the purchase and sale of property).

PROFESSIONAL DEVELOPMENT (5 percent of grant funds)

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists who are not on the grantee payroll, conference registration fees, etc.

RENT/BUILDING FEES

Expenditures for services to operate, repair, maintain, and rent property owned and/or used by the grantee. The local budget/in-kind must pay a percentage of the rent. Examples: program in second year of funding must pay 20 percent of rent with local/in-kind funds; program in seventh year of funding must pay 50 percent of rent with local/in-kind funds. Rental fees may only be changed or claimed at the fair market rental value.

COMMUNICATION

Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone, e-mail and fax services, as well as postage machine rental and postage.

ADMINISTRATIVE SUPPLIES

Expenditures for consumable items directly related to program administrative (non-instructional) activities.

FIELD TRIPS

Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc., must be tied into an instructional component.

PARENTAL ACTIVITIES

Expenditures related to services for parenting including workshop presenters, counseling services, babysitting services, and overall seminar/workshop costs.

ADULT INSTRUCTIONAL MATERIALS

Expenditures for consumable items purchased for instructional use.

CHILD INSTRUCTIONAL MATERIALS

Expenditures for library books that are purchased for use by the program library and for distribution to families.

TRANSPORTATION (5 percent of grant funds)

Expenditures for transporting parents and pupils to and from school and other activities. Included are such items as bus rentals for field trips, bus passes, and payments to drivers for transporting handicapped children. Also included are expenditures for transportation, meals, hotel, and other expenses for out-of-state/in-state professional development activities and meetings. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

EQUIPMENT

Equipment expenditures over \$5,000 must be approved.

OTHER

All other expenditures.

The Office of Public Instruction is committed to equal employment opportunity and non-discriminatory access to all our programs and services.
For information or to file a complaint, contact Kathy Bramer, OPI Title IX/EEO Coordinator at (406) 444-3161 or kbramer@mt.gov.